Introduction: The chart below outlines the content of the grade-by-grade, month-by-month structure of this curriculum guide.

Grade:	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Content standards indicate what all students should know, understand, and be able to do. Individual Library-Information Literacy Standards 1-5 are emphasized on a month-by-month, grade-by-grade basis.	Benchmarks define our expectations for students' knowledge and skills along a developmental continuum in each content area. That continuum is focused at three points – the end of grade 4, the end of grade 8, and upon graduation (grade 12). The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. They describe a learning progression leading to a Benchmark. Terms in the Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Vocabulary column. Visit www.big6.com for resources			Suggested assessment strategies will appear in each grade level and month table. Comprehensive systems of assessment, formative to summative, include formal and informal assessment as well as student generated evidence of learning.	Suggested reporting tools and approaches will appear in each grade level and month table.
October						
November						
December						
January						
February						
March						
April						
May/June						

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

Each Information Literacy/Library Media Standard is correlated to the College and Career Readiness Anchor Standards for English Language Arts and the Mathematical practices

Performance Rubrics

The rubrics contained in this framework establish a set of criteria describing students' performance, along a continuum from novice to advanced, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations (ELE). In order to use these generic, analytical rubrics the teacher-librarian or classroom teacher must revise and customize them for specific tasks and assignments. Performance levels define the achievement in broad, general terms and address the question: "How well does a student apply the skills and processes expressed in the standards?" Novice level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. Nearing Proficiency denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark. "Proficient" denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. "Advanced" denotes superior performance.

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Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Overview: Standards 1-5		n/a		Pre-test and formative assessments	assignment grades feedback forms self-assessments test reports

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
October	**Standard 1:** Students must identify the task and determine the resources needed.	**Benchmark 1**, End of Grade 4: Define the problem. **Benchmark 2**, End of Grade 4: Identify the types of information needed. **Benchmark 3**, End of Grade 4: Choose from a range of resources.	**1.A.** identify topic **1.B.** identify one or two keywords **1.C.** recognize the problem or task **1.D.** retell the steps needed to solve the problem or task **2.A.** discuss possible resources (print, nonprint, digital, community resources) **3.A**. choose resources from a limited selection	**Benchmark 1.** keyword, topic, resource, plan **Benchmark 2.** print, nonprint, digital, community resources, plan **Benchmark 3.** plan, do	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Writing **Research to Build and Present Knowledge** 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians. 8. Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians. **Grade Level Standards for Speaking and Listening** **Comprehension and Collaboration** **1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 1b. Build on others' talk in conversations by linking their comments to the remarks of others. 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **3.** Ask and answer questions about what a speaker says	1. Makes sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.

English Language Arts/Literacy	Mathematical Practices
in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

Standard 1 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem	A. incomplete attempt to identify the topic B. identify unrelated keywords C. struggle to recognize problem or task D. struggle to accurately retell the steps needed to solve the problem or task	A. identify topic with basic understanding B. identify at least one related keyword C. demonstrate beginning recognition of problem or task D. demonstrate beginning ability to accurately retell the steps needed to solve the problem or task	A. identify topic B. identify one or two keywords C. recognize the problem or task D. retell the steps needed to solve the problem or task	A. identify and interpret the topic B. identify multiple keywords C. recognize and anticipate the problem or task D. retell the steps needed to solve the problem or task with elaborate detail
2. Identify the types of information needed	A. discuss a familiar resource	A. discuss some familiar resources	A. discuss possible resources (person, book, online)	A. discuss possible resources. including specific resources
3. Choose from a range of resources	A. choose any resource from a limited selection without understanding	A. choose a minimal number of resources from a limited selection with limited understanding	A. choose resources from a limited selection	A. choose relevant resources from a limited selection

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
November	**Standard 2**: Students will locate sources, use information and present findings.	**Benchmark 1**, End of Grade 4: Locate a resource needed to solve the problem. **Benchmark 2**, End of Grade 4: Evaluate resources. **Benchmark 3**, End of Grade 4: Locate information within the source. **Benchmark 4**, End of Grade 4: Extract information from resources needed to solve problems. **Benchmark 5**, End of Grade 4: Organize information to solve problems. **Benchmark 6**, End of Grade 4: Create a product that presents findings.	**1.A.** locate major sections in the library (e.g., fiction, nonfiction, biography, reference, periodicals) **1.B.** locate resources using a library catalog and/or database **1.C.** locate resources using a call number **2.A.** compare fiction and nonfiction resources **3.A**. identify parts of a book (e.g., spine, spine label, title page, copyright) **3.B.** read, view and listen for information **3.C.** recognize guide words/captions/bold words/headings **4.A.** demonstrate active listening **4.B.** identify main ideas and details **4.C.** recognize contextual clues **4.D.** construct meaning from text by reading for purpose **4.E.** summarize information using appropriate tools (e.g., graphic organizer, etc.) **4.F.** credit sources **5.A.** organize information (e.g., graphic organizer, sort notes, etc.) **6.A.** design original work following established guidelines	**Benchmark 1.** fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, Boolean/limiter, library catalog, database, call number, do **Benchmark 2.** relevant, appropriate, detailed, current, authority, biased, do **Benchmark 3.** spine, spine label, author, illustrator, title page, copyright, table of contents, do **Benchmark 4.** skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, do **Benchmark 5.** sequence, do **Benchmark 6.** do	Formative	assignment grades feedback forms self-assessments

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Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Reading **Key Ideas and Details** **1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. **3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians. **Craft and Structure** **4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Recognize words and phrases with cultural significance to American Indians. **5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **Integration of Knowledge and Ideas** **7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **8.** Describe how reasons support specific points the author makes in a text. **9.** Compare and contrast the most important points presented by two texts on the same topic. **Grade Level Standards for Writing** **Text Types and Purposes** 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Production and Distribution of Writing** 4. Begins in grade 3 **Research to Build and Present Knowledge** 9. Begins in grade 4	1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 5. Use appropriate tools strategically. 6. Attend to precision.

Range of Writing
10. Begins in grade 3

Grade Level Standards for Speaking and Listening
Comprehension and Collaboration
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
1b. Build on others' talk in conversations by linking their comments to the remarks of others.
1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Presentation of Knowledge and Ideas
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standard 2 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Locate a resource needed to solve the problem	A. locate some major sections of the library with limited success B. make an incomplete attempt to locate resources using a library catalog and/or database C. struggle to locate the section of the library or the specific resource given the call number	A. locate some major sections of the library B. locate resources using a library catalog and/or database with inaccuracies C. locate the section of the library but not the specific resource using the call number	A. locate major sections in the library (e.g., fiction, nonfiction, biography, reference, periodicals) B. locate resources using a library catalog and/or database C. locate resources using a call number	A. locate major sections of the library and resources within them B. efficiently locate a variety of resources using a library catalog and/or database C. efficiently locate multiple resources using a call number
2. Evaluate resources	A. compare fiction and nonfiction resources with limited success	A. compare fiction and nonfiction resources with some errors	A. compare fiction and nonfiction resources	A. compare fiction and nonfiction resources with precision and accuracy
3. Locate information within the source	A. identify parts of a book with limited success B. read, view or listen for information some of the time and/or with limited success C. lack recognition of guide words/captions/bold words/headings	A. identify some parts of a book B. read, view or listen for information successfully most of the time C. demonstrate beginning recognition of guide words/captions/bold words/headings	A. identify parts of a book (e.g., spine, spine label, title page, copyright) B. read, view and listen for information C. recognize guide words/captions/bold words/headings	A. identify parts of a book with an impressive level of depth B. read, view or listen for information successfully and with ease C. effortlessly recognize guide words/captions/bold words/headings
4. Extract information from resources needed to solve problems	A. struggle to maintain active listening B. identify few of the main ideas and details C. overlook contextual clues D. struggle to read for purpose E. struggle to summarize information and/or use appropriate tools F. fail to credit sources	A. demonstrate active listening much of the time B. identify some main ideas and details C. recognize contextual clues with inaccuracies D. construct limited meaning from text by reading for purpose E. summarize information incompletely and/or without appropriate tools F. credit sources incompletely	A. demonstrate active listening B. identify main ideas and details C. recognize contextual clues D. construct meaning from text by reading for purpose E. summarize information using appropriate tools (e.g., graphic organizer, etc.) F. credit sources	A. model active listening B. identify connections between main ideas and details C. make connections between contextual clues D. make connections between text and other sources while reading for purpose E. summarizes information logically and selects appropriate tools F. credit sources
5. Organize information to solve problems	A. struggle to organize information	A. organize information with some accuracy	A. organize information (e.g., graphic organizer, sort notes, etc.)	A. organize information with detail and/or using unique methods
6. Create a product that presents findings	A. struggle to follow established guidelines and/or create an original work	A. design original work following some of the established guidelines	A. design original work following established guidelines	A. design original work following established guidelines with an impressive level of depth

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
December	**Standard 3**: Students will evaluate the product and learning process.	**Benchmark 1,** End of Grade 4: Assess the quality of the product. **Benchmark 2,** End of Grade 4: Describe the process.	**1.A.** compare product to criteria **1.B.** judge final product **1.C.** generate ideas for improvement of the product **2.A.** explain the steps that were used in his/her own words **2.B.** describe how well the process worked	**Benchmark 1.** review **Benchmark 2.** review	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Writing **Production and Distribution of Writing** 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **Range of Writing** 10. Begins in grade 3 **Grade Level Standards for Speaking and Listening** **Comprehension and Collaboration** **3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	1. Makes sense of problems and persevere in solving them. 8. Look for and express regularity in repeated reasoning.

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Standard 3 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Assess the quality of the product	A. incomplete attempt to compare product to criteria B. judge final product without demonstrating understanding of evaluation characteristics C. struggles to generate ideas for improvement of the product	A. compare product to criteria some of the time B. judge final product with errors C. suggest general ideas for improvement of the product	A. compare product to criteria B. judge final product C. generate ideas for improvement of the product	A. compare product to criteria throughout the process B. judge final product in a quantitatively deeper way C. generate creative ideas for improvement of the product
2. Describe the process	A. explain some steps that were used with errors B. struggle to describe how well the process worked	A. explain some steps that were used in his/her own words B. vaguely describe how well the process worked	A. explain the steps that were used in his/her own words B. describe how well the process worked.	A. explain the steps that were used concisely in his/her own words B. describes how well the process worked and suggests improvements to the process

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
January	Review and Assessment				Interim: TRAILS	TRAILS report

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
February and March	**Standard 4:** Students will use information safely, ethically and legally.	**Benchmark 1,** End of Grade 4: Legally obtain and use information. **Benchmark 2,** End of Grade 4: Identify the owner of ideas and information. **Benchmark 3,** End of Grade 4: Participate and collaborate in intellectual and social networks following safe and effective practices.	**1.A.** discuss the concept of intellectual property **1.B.** follow copyright and fair use guidelines **1.C.** follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules) **1.D.** comply with district technology use policy **2.A**. discuss concept of plagiarism **2.B.** credit sources (e.g., title, author) **3.A.** interact appropriately in social situations (e.g., blended learning, etc.) **3.B**. discuss Internet safety and distinguish between safe/non-safe sites **3.C**. display appropriate online behavior	**Benchmark 1.** copyright, fair use, district technology use guidelines, plan, do **Benchmark 2.** author, illustrator, artist, composer, photographer, performers, producers, etc., plan, do **Benchmark 3.** blended learning, intellectual networks, social networks, .com, .edu, .org, plan, do	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Writing **Text Types and Purposes** 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include	1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to precision.

English Language Arts/Literacy	Mathematical Practices
details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Production and Distribution of Writing** 4. Begins in grade 3 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **Research to Build and Present Knowledge** 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians. 8. Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians. **Research to Build and Present Knowledge** 9. Begins in grade 4	

Standard 4 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Legally obtain and use information	A. retell the definition of intellectual property B. follow copyright and fair use guidelines rarely C. follow school guidelines for responsible use of information resources rarely	A. discuss the concept of intellectual property at a basic level B. follow copyright and fair use guidelines most of the time C. follow school guidelines for responsible use of information resources most of the time	A. discuss the concept of intellectual property B. follow copyright and fair use guidelines C. follow school guidelines for responsible use of information resources	A. discuss the concept of intellectual property in depth B. model copyright and fair use guidelines C. follow school guidelines for responsible use of information resources
2. Identify the owner of ideas and information	A. struggle to discuss the concept of plagiarism B. rarely credit sources	A. discuss concept of plagiarism at a basic level B. credits sources most of the time	A. discuss concept of plagiarism B. credit sources (e.g., title, author)	A. discuss the concept of plagiarism in elaborate detail B. credits sources
3. Participate and collaborate in intellectual and social networks following safe and effective practices	A. frequently interact inappropriately in social situations B. struggle to discuss Internet safety and distinguish between safe/non-safe sites with any depth C. struggle to display appropriate online behavior with any consistency D. comply with district technology use policy most of the time without understanding why	A. interact appropriately in many social situations B. discuss Internet safety and distinguish between safe/non-safe sites most of the time C. display appropriate online behavior most of the time D. comply with district technology use policy most of the time with a basic understanding of why	A. interact appropriately in social situations (e.g., blended learning, etc.) B. discuss Internet safety and distinguish between safe/non-safe sites (e.g., .com/.org/.edu) C. display appropriate online behavior D. comply with district technology use policy	A. model appropriate interactions in social situations B. explain the need for Internet safety and distinguish between safe/non-safe sites C. model appropriate online behavior D. model compliance with district technology use policy

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
April	**Standard 5:** Students must pursue personal interests through literature and other creative expressions.	**Benchmark 1**, End of Grade 4: Use a variety of digital and print formats for pleasure and personal growth. **Benchmark 2**, End of Grade 4: Use a variety of genres for pleasure and personal growth. **Benchmark 3**, End of Grade 4: Access and understand multiple resources from diverse cultures including Montana American Indians. **Benchmark 4**, End of Grade 4: Access libraries to seek information for personal interest.	**1.A.** identify personal interests **1.B.** locate personal interest print materials using call numbers **1.C**. explore a variety of available resources related to interest **2.A.** recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.) **2.B**. locate and select materials from a variety of genres **2.C.** explore award winning literature (e.g., Caldecott, Treasure State, etc.) **2.D.** explore a variety of genres for pleasure **3.A.** examine available cultural resources (e.g., print, nonprint, database, online references, indexes, community) **3.B.** examine a variety of cultural resources (including Montana American Indian resources) **4.A.** locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.) **4.B.** explore online and electronic libraries and resources (e.g., ILL, e-books, etc.)	**Benchmark 1.** plan, do, review **Benchmark 2.** genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, plan, do, review **Benchmark 3.** do, review **Benchmark 4.** Inter-library loan (ILL), e-books, plan, do, review	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
Grade Level Standards for Reading **Craft and Structure** **6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **Range of Reading and Level of Text Complexity** **10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Grade Level Standards for Writing** **Text Types and Purposes** 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Production and Distribution of Writing** 4. Begins in grade 3. **Research to Build and Present Knowledge** 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians. 8. Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians. 9. Begins in grade 4 **Grade Level Standards for Speaking and Listening** **Comprehension and Collaboration** **3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to precision.

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Standard 5 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Use a variety of digital and print formats for pleasure and personal growth	A. have difficulty identifying personal interests B. locate personal interest print materials solely through browsing C. explore available resources related to interest with limited understanding	A. can usually identify personal interests B. locate personal interest print materials using call numbers infrequently C. explore available resources related to interest with limited perspective	A. identify personal interests B. locate personal interest print materials using call numbers C. explore a variety of available resources related to interest	A. identify and expand on personal interests B. model location of personal interest print materials using call numbers C. explore available resources related to interest and transfers skill from one context to another
2. Use a variety of genres for pleasure and personal growth	A. recognize limited types of genres B. locate and select materials from limited number of genres C. explore limited award winning literature D. explore a variety of genres for pleasure rarely	A. recognize some types of genres B. locate and select materials from some genres C. explore some award winning literature D. explore a variety of genres for pleasure much of the time	A. recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.) B. locate and select materials from a variety of genres C. explore award winning literature (e.g., Caldecott, Treasure State, etc.) D. explore a variety of genres for pleasure	A. recognize types of genres and cite examples B. locate and select materials from a wide variety of genres C. explore award winning literature D. explore a variety of genres for pleasure and make connections between genres
3. Access and understand multiple resources from diverse cultures including Montana American Indians	A. examine available cultural resources with limited understanding B. examine a variety of cultural materials with limited understanding.	A. examine available cultural resources with inconsistent understanding B. examine a variety of cultural materials with limited perspective	A. examine available cultural resources (e.g., print, nonprint, database, online references, indexes, community) B. examine a variety of cultural resources (including Montana American Indian resources)	A. examine available cultural resources using multiple methods B. examine a variety of cultural materials and make connections with larger multicultural communities (e.g., global, country, state, local, school)
4. Access libraries to seek information for personal interest	A. locate and use a limited number of community resources occasionally B. explore online and electronic libraries and resources with limited understanding	A. locate and use some community resources regularly B. explore online and electronic libraries and resources with imperfect understanding	A. locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.) B. explore online and electronic libraries and resources (e.g., ILL, e-books, etc.)	A. locate and use a wide variety of community resources B. explore online and electronic libraries and resources and anticipate alternative uses

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
May/June	Culminating Projects and Assessment				Summative: TRAILS	TRAILS report

Indian Education for All Resources

In addition to providing alignment to the Montana Common Core Standards for Mathematical Practices and the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, this guide provides a list of suggested Indian Education for All resources. The lists are not exhaustive or complete, but they suggest rich information and context for students to build awareness of the Essential Understandings Regarding Montana Indians and make connections to Montana's cultural heritage. Complete lists of materials provided to schools by the OPI Indian Education Division can be found on the OPI Web site at:
http://www.opi.mt.gov/Programs/IndianEd/IEFAResources.html#gpm1_2.